# SPED - Special Education

SPED 202 - Teaching All Learners: Foundations and Strategies (4)

Teaching skills and strategies effective for diverse learners are presented and practiced; principles and practices addressing intellectual, physical, behavioral and cultural differences among children are discussed. Assigned practicum required. Students cannot receive credit for both SPED 202 and ELED 202.

Prerequisite: FNED 101 and FNED 246, with a minimum grade of B-, and admission into the elementary and special education B.S. programs, or consent of department chair.

Offered: Spring.

SPED 210 - Supporting Social, Emotional and Behavioral Learning (4)

Students examine principles and procedures for supporting social, emotional and behavioral needs of preschool through secondary level students across a multi-tiered system of support. Thirty hours of assigned practicum included.

Prerequisite: SPED 202 or ELED 202, and admission into the elementary and special education B.S. programs, or consent of department chair.

Offered: Fall, Spring.

SPED 211 - Supporting Students with Communication Challenges (3)

Emphasis is placed on the processes of language development in children. Specific techniques for enhancing language development in children with disabilities are considered.

Prerequisite: SPED 202 or ELED 202, or consent of department chair.

Offered: Fall, Spring.

SPED 300 - Introduction to the Characteristics and Education of Children and Youth with Disabilities (4)

The educational implications of intellectual, physical, and behavioral differences among children are discussed. Definitions, characteristics, etiologies, incidence, and educational provisions are also examined. An assigned practicum is included.

Offered: Fall, Spring.

SPED 301 - Inclusive Early Childhood Special Education (3)

Teacher candidates explore policy on early childhood special education and recommended practices to support the diverse needs of young children with exceptionalities and their families in inclusive environments.

Prerequisite: Admission to the FSEHD Early Childhood Education program or consent of the deptartment chair.

Offered: Fall, Spring.

SPED 305 - Supporting Infants/Toddlers with Special Needs (3)

Students learn history and current policy regarding special education and early intervention. Recommended practices and processes to effectively support infants and toddlers with special needs and their families are studied.

Prerequisite: Admission to the FSEHD ECED Program/Concentration, Birth to Three.

Offered: Fall.

SPED 312 - Assessment Procedures for Children and Youth with Disabilities (4)

Students examine principles and procedures of educational assessment for preschool through secondary level students across a multi-tiered system of supports. Thirty hours of assigned practicum included.

Prerequisite: SPED 202 or ELED 202, and admission into the elementary and special education B. S. programs, or consent of department chair.

Offered: Fall, Spring.

SPED 333 - Introduction to Special Education: Policies/Practices (3)

Special education policies/practices will be addressed. General educator candidates explore specific teaching strategies and legal/ethical implications for working with students/families with exceptionalities.

Prerequisite: Admission to and retention in a teacher preparation program; successful prior enrollment in ARTE 302, HPE 300, HPE 301, MUSE 212, SED 202, TECH 305 or TECH 300, WLED 201 or consent of department chair.

Offered: Fall, Spring.

SPED 412 - Intensive Intervention in Literacy (4)

Students examine assessment, curriculum and methodology for providing intensive intervention in literacy to students with language-based learning differences. Thirty hours of assigned practicum included.

Prerequisite: ELED 324, ELED 326, SPED 210, SPED 211, and SPED 312, or consent of department chair.

Offered: Fall, Spring.

SPED 415 - Assessment/Instruction with Young Exceptional Children (3)

An array of curriculum and instructional approaches for serving infants, preschool and early elementary children with disabilities in inclusive contexts are examined. Topics include assessment, evidence-based instruction and curriculum design/adaptations.

Prerequisite: SPED 301 or consent of department chair.

Offered: Fall.

SPED 424 - Assessment/Instruction: Adolescents with Mild/Moderate Disabilities (4)

Assessment and instructional approaches for adolescents with mild/moderate disabilities at the middle grades or secondary level are analyzed. Thirty hour practicum required.

Prerequisite: SPED 300, SPED 310, SPED 312, admission to the Department of Special Education or consent of the department chair.

Offered: Spring.

SPED 427 - Career/Transition Planning: Adolescents with Mild/Moderate Disabilities (3)

Focus is on career and transition planning for adolescents with mild/moderate disabilities at the middle grades or secondary level. Observation/field experience required.

Prerequisite: SPED 300, SPED 310, SPED 312, admission to the Department of Special Education, or consent of department chair.

Offered: Spring.

SPED 428 - Student Teaching at the Secondary Level (10)

In this culminating field experience, candidates complete a teaching experience in an elementary or middle school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Concurrent enrollment in SPED 440; satisfactory completion of the admission and retention requirements for the special education and the elementary or secondary education programs; passing score(s) on the Praxis II; approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test. A cumulative GPA of 2.50 a full semester prior to student teaching; M.A.T. candidates must have a cumulative GPA of 3.00 a full semester prior to student teaching.

Offered: Fall, Spring.

SPED 433 - Special Education: Best Practices and Applications (3)

Primary learner characteristics guide lesson planning, instruction and assessment to address the strengths/needs of students with exceptionalities. Focused field experiences in special education are required.

Prerequisite: Admission to and retention in a teacher preparation program; ELED 202 or SPED 202 or SPED 333, or consent of department chair.

Offered: Fall, Spring.

SPED 435 - Assessment/Instruction: Young Students with SID (4)

This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for children with severe and profound disabilities. Thirty hours of an assigned practicum are included.

Prerequisite: SPED 210, SPED 312, or consent of department chair.

Offered: Spring.

SPED 436 - Assessment/Instruction: Older Students with SID (4)

This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for adolescents and young adults with severe/profound disabilities. Thirty hours of an assigned practicum are included.

Prerequisite: SPED 210, SPED 312, or consent of department chair.

Offered: Fall.

SPED 451 - Teaching Culturally/Linguistically Diverse Students with Exceptionality (3)

Students explore theoretical, conceptual and pedagogical elements in culturally and linguistically responsive teaching and learning for culturally and linguistically diverse students with exceptional needs.

Prerequisite: SPED 210, SPED 211, SPED 312, or consent of department chair

Offered: Fall, Spring.

SPED 453 - Content-Based ESL Instruction for Exceptional Students (3)

Students analyze curriculum and instructional approaches that integrate language, literacy and content instruction for English language learners. Students adapt instruction for English language learners’ identified disabilities.

Prerequisite: SPED 451, concurrent enrollment in SPED 454, or consent of department chair.

Offered: Fall, Spring

SPED 454 - Practicum in Teaching Content-Based ESL Instruction (1)

Students put into practice the curriculum and instructional approaches for English language learners. Students integrate language, literacy and content instruction while analyzing the adaptation of instruction for students' identified disabilities.

Prerequisite: SPED 451, concurrent enrollment in SPED 453, or consent of department chair.

Offered: Fall, Spring.

SPED 458 - STEM for Diverse Learners: Intensive Intervention (4)

Students analyze STEM curricula and instructional approaches for students with mild/moderate disabilities. Emphasis is placed on assessment and intervention in math and science for children with disabilities. Thirty hour assigned practicum included.

Prerequisite: ELED 438, SPED 210, SPED 312, or consent of department chair.

Offered: Fall, Spring.

SPED 460 - Capstone: Specialized Language Programs (2)

Candidates explore the needs of students with language-based learning differences, reflecting upon how, where, and to what extent they, and their families, are being (or could be) served in schools.

Prerequisite: SPED 412.

Offered: Fall, Spring, Summer.

SPED 470 - Collaboration: Home, School, and Community (3)

This course complements the Student Teaching semester to help prepare beginning special educators. Teacher candidates examine instructional planning/practices, assessment strategies and collaborative approaches to working with families.

Prerequisite: Concurrent enrollment in SPED 471, or consent of the department chair.

Offered: Fall, Spring.

SPED 471 - Elementary Student Teaching: Mild/Moderate Disabilities (9)

In this culminating clinical experience, candidates demonstrate their competence in planning, implementing and assessing learning experiences in elementary level classrooms that serve students with mild to moderate disabilities. Graded S/U.

Prerequisite: Concurrent enrollment in SPED 470; satisfactory completion of the admission and retention requirements for the mild to moderate special education and elementary education programs; passing score(s) on Praxis II Content Knowledge Tests; approved Preparing to Teach Portfolio in all applicable programs; and completion of the community service requirement. Undergraduate and second degree candidates must have a cumulative G.P.A. of 2.75 a full semester prior to student teaching.

Offered: Fall, Spring.

SPED 472 - Student Teaching Seminar: SID (2)

Teacher behaviors appropriate to effective teaching are developed. Topics include multicultural and global perspectives, IEP refinement, reflective teaching practices, and parental and technology issues. This seminar meets weekly.

Prerequisite: Concurrent enrollment in SPED 473.

Offered: Fall, Spring.

SPED 473 - Student Teaching in SID (8-10)

In this culminating field experience, candidates complete a teaching experience in an elementary or middle school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Satisfactory completion of the admission and retention requirements for the special education and the elementary or secondary education programs; passing score(s) on all applicable Praxis II tests; approved Preparing to Teach Portfolio; completion of the community service requirement. A cumulative G.P.A. of 2.75 a full semester prior to student teaching; M.A.T. candidates must have a cumulative G.P.A. of 3.00 a full semester prior to student teaching.

Offered: Fall, Spring.

SPED 501 - Assessment in Special Education (3)

Graduate candidates develop skills in diagnostic assessment of the academic/behavioral special needs of children and adolescents at the elementary or secondary levels.

Prerequisite: Graduate status and SPED 300 or equivalent.

Offered: Fall (as needed).

SPED 503 - Positive Behavior Intervention & Supports (3)

Graduate candidates apply positive behavioral intervention and supports to address the social, emotional, and behavioral needs of diverse learners with special needs..

Prerequisite: SPED 300 or equivalent, matriculation in a graduate program,or consent of department chair.

Offered: Fall (as needed).

SPED 505 - Oral and Written Language: Classroom Intervention (3)

Graduate candidates study methods, techniques, and materials designed to help children or adolescents with spoken and/or written language special educational needs.

Prerequisite: SPED 300 or equivalent, matriculation in a graduate program, or consent of department chair.

Offered: Spring (as needed).

SPED 513 - Characteristics/Needs of Young Exceptional Children (3)

The range of exceptionalities that manifest during the period from birth to six is examined. Emphasis is placed upon understanding characteristics, needs, medical considerations, identification, legal/ethical principles and service approaches.

Prerequisite: Graduate status or consent of department chair.

Offered: Summer.

SPED 515 - Early Childhood Developmental Screening and Assessment (3)

Interdisciplinary assessment procedures and development of IEPs are covered. Emphasis is placed on assessment strategies that are used to develop responsive and meaningful programs for families and children with exceptionalities.

Prerequisite: Graduate status, SPED 513 or consent of program advisor.

Offered: Fall.

SPED 516 - Individualized Interventions for Young Exceptional Children (3)

Intervention and instructional approaches to the education of young exceptional students are analyzed. Topics include effective implementation of individualized education programs, data-based individualization and implementation of evidence-based practices.

Prerequisite: Graduate status, SPED 513 or consent of program advisor.

Offered: Fall.

SPED 518 - Literacy for Diverse Learners: Intensive Intervention (4)

Graduate candidates select, adapt, implement, and assess reading/writing methods/materials for elementary students with special needs. The focus on designing interventions that best support academic achievement is emphasized. Thirty-hour practicum required.

Prerequisite: Matriculation in a graduate program, SPED 501 or equivalents, or consent of department chair.

Offered: Spring.

SPED 519 - Professional Development for Cooperating Teachers (3)

Participants refine practices that support effective supervision and evaluation of professional practice in special education. Focus is on updates in the field of special education and resources. Hybrid course.

Prerequisite: Graduate status and currently serving as a cooperating teacher, or consent of department chair.

Offered: As needed.

SPED 520 - Young Adults in Nonschool Settings (3)

Study includes a delineation of the population, an integrated model for organizing a total program, and methods for developing adaptive behavior in a variety of community, residential, vocational, and leisure settings.

Prerequisite: Graduate status and SPED 300.

Offered: Summer.

SPED 524 - Literacy Instruction for Adolescents: Intensive Intervention (4)

Graduate candidates select, adapt, implement and assess reading/writing methods/materials for secondary students with special needs. The focus on designing interventions that best support academic achievement is emphasized. Thirty-hour practicum required.

Prerequisite: Matriculation in a graduate program, SPED 501, or equivalents, or consent of department chair.

Offered: Spring.

SPED 525 - Development of Communication and Movement (3)

Patterns of human development are analyzed, with emphasis on the development of communication and movement. Alternate communication strategies for the nonverbal student are also discussed.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

SPED 526 - Assessment, Curriculum: Students with Complex Needs (3)

Instructional and environmental adaptations pertinent to facilitating meaningful learning in students with complex learning, movement, and sensory needs are discussed.

Prerequisite: Graduate status, SPED 300 and SPED 520.

Offered: Spring (even years).

SPED 531 - Overview of Special Education: Policies/Practices (3)

Review of special education policies/practices will be addressed. General educators will explore teaching strategies, legal/ethical implications, while learning the impact of biases on students/families with exceptionalities in educational settings.

Prerequisite: Admission to and retention in a graduate program; or consent of department chair.

Offered: Fall, Spring, Summer.

SPED 533 - Special Education: Practical Applications (3)

Primary learner characteristics will guide lesson planning, instruction and assessment to address the strength/needs of students with exceptionalities.

Prerequisite: Admission to and retention in a graduate program; successful completion of SPED 531 or consent of department chair.

Offered: Fall, Spring, Summer.

SPED 534 - Involvement of Families in Special Education (3)

Students examine the diversity of parents’ perspectives, values and understanding of educating individuals with special needs. They apply learned knowledge to develop strategies to enhance professional and parent interaction.

Prerequisite: Matriculation in a graduate program or consent of department chair.

Offered: Fall, Spring.

SPED 544 - Families in Early Intervention Programs: Essential Roles (3)

Emphasis is on the critical roles that families assume in assessment and intervention processes in early intervention programs. Strategies that promote multiple roles and levels of involvement for families in these programs are discussed.

Prerequisite: Concurrent enrollment with SPED 669. graduate status or consent of department chair.

Offered: Fall.

SPED 545 - Assistive Technology in the Classroom (3)

Technology is explored that facilitates success for persons with disabilities in integrated school and community settings. Focus is on the application of varied activities and materials.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

SPED 551 - Introduction to Multicultural Special Education (3)

Students study national/state regulations governing multilingual learners and how they shape practices, and explore theoretical and pedagogical elements in culturally responsive teaching and learning for English/multilingual learners with exceptional needs.

Prerequisite: Graduate status or consent of department chair.

Offered: Summer (annually).

SPED 552 - Dual Language Acquisitions and Intervention (3)

Students examine linguistic structure and theories of first/second language acquisitions with consideration of disability, explore assessment procedures for distinguishing language differences from disorders, and learn linguistic intervention techniques.

Prerequisite: Graduate status, certification in special education, or consent of department chair.

Offered: Annually.

SPED 553 -

Content-Based ESL Instruction for Exceptional ELs/MLLs (3)

Students plan and implement instruction that integrates language, literacy, and content instruction for English/multilingual learners with and without special needs, while analyzing instructional approaches for ELs/MLLs’ unique needs.

Prerequisite: Graduate status, certification in special education, SPED 451 or SPED 551, SPED 552, or consent of department chair.

Offered: Annually.

SPED 554 -

Applied Linguistics for exceptional ELs/MLLs (3)

Students examine the nature of linguistics and English language structure; research language curriculum; and adapt research- and evidence-based language teaching principles for English/multilingual learners with exceptional needs.

Prerequisite: Graduate status, certification in special education, SPED 451 or SPED 551, or consent of department chair.

Offered: Annually.

SPED 555 -

Literacy for ELs/MLLs with Special Needs (4)

Students study instructional practices in language and literacy instruction

Students study instructional practices in language and literacy instruction and assessment of English/multilingual exceptional ELs/MLLs; examine relationships among oral language, literacy, and content learning; and plan and implement literacy instruction. Thirty-hour practicum required.

Prerequisite: Graduate status, certification in special education, SPED 451 or SPED 551, SPED 552, SPED 554,or consent of department chair.

Offered: Annually.

SPED 557 - Assessing ELs/MLLs with Special Needs(3)

Students gain skill in assessing the linguistic, academic, and behavioral abilities of English/multilingual learners with special needs. Emphasis is on the selection, administration, and interpretation of multifaceted assessments.

Prerequisite: Graduate status, certification in special education, SPED 451 or SPED 551, SPED 552, SPED 554, or consent of department chair.

Offered: Fall, Spring, Summer.

SPED 558 - Mathematics/Science Instruction for Students with Disabilities (3)

Prerequisite: Graduate status.

SPED 561 - Understanding Autism Spectrum Disorders (3)

The learning style and characteristics of autism spectrum disorders are examined. Techniques are developed for understanding and working with persons who have an autism spectrum diagnosis and their families.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall (as needed).

SPED 562 - Practicum I in Autism (1)

The focus of this practicum is to conduct needs assessments of district capacity to meet the needs of students with autism. A district-based professional development plan is also developed.

Prerequisite: Graduate status and concurrent enrollment in SPED 561, or consent of department chair.

Offered: Summer (as needed).

SPED 563 - Curriculum and Methodology: Students with Autism (3)

Using the general education curriculum as a basis for learning, techniques are developed to support students with autism. Student strengths are matched with evidence-based practice.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 564 and SPED 565; or consent of department chair.

Offered: Spring (as needed).

SPED 564 - Building Social and Communication Skills (3)

The core social and communication deficits of autism are explored. Students learn to conduct specific assessments and to create individualized social and communication supports using evidence-based practices.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 563 and SPED 565; or consent of department chair.

Offered: Spring (as needed).

SPED 565 - Practicum II in Autism (1)

Concepts and skills are applied to students with autism in their classrooms. Student supports in communication, social skills, and curriculum adaptation are evaluated through on-site classroom observation.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 563 and SPED 564; or consent of department chair.

Offered: Summer (as needed).

SPED 566 - Autism and Positive Behavior Supports (3)

Participants use functional behavioral analysis to understand the unique behaviors of students with autism and the use of effective intervention.

Prerequisite: Graduate status, SPED 563, SPED 564, and SPED 565, or consent of department chair.

Offered: Fall (as needed).

SPED 606 - Leading Special Education I: Administration (3)

Emphasis is placed on school and community planning for children with disabilities and their families.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed

SPED 607 - Leading Special Education II: Legal and Financial Aspects (3)

Emphasis is placed on federal/state laws, policies, procedures, and funding that govern/support special education programs/provisions for students with disabilities and their families. Field-based work is required.

Prerequisite: Graduate status and SPED 606, or consent of department chair.

Offered: As needed.

SPED 608 - Leading Special Education III: Program Development and Organization (4)

Emphasis is placed on the development of programs that promote access, opportunity, and positive outcomes for students with disabilities and their families.  (Practicum required.)

Prerequisite: Graduate status and SPED 606, or consent of department chair.

Offered: As needed.

SPED 609 - Leading Special Education IV: Program Evaluation (4)

Emphasis is on the efficacy and impact of programs developed to best support the academic, social, and emotional needs of students with disabilities. (Practicum required.)

Prerequisite: Graduate status and SPED 606, or consent of the department chair.

Offered: As needed.

SPED 615 - Assessment Practicum: Early Childhood Special Education (1)

Students evaluate the development, strengths and needs of young students with exceptionalities. Students select, administer and interpret assessments and write individual educational plans. Thirty-hour practicum required.

Prerequisite: Graduate status, SPED 513, concurrent enrollment with SPED 515, or consent of program advisor.

Offered: Fall.

SPED 616 - Intervention Practicum: Early Childhood Special Education (1)

Students utilize assessment to guide intervention and monitor progress for young students with disabilities. Evidence-based intervention techniques are applied in classroom settings. Thirty-hour practicum required.

Prerequisite: Graduate status, SPED 513, concurrent enrollment with SPED 516, or consent of program advisor.

Offered: Fall.

SPED 648 - Interpreting and Developing Research in Special Education (3)

Emphasis is placed on research and evaluation studies and design as they relate to methodology in various special education programs. This course assists the student in the formulation of an original research and evaluation project.

Prerequisite: Matriculation into a graduate program.

Offered: Fall.

SPED 651 - Language Development Practicum-Exceptional Bilingual Students (1)

Students practice assessment procedures for distinguishing speech and language differences from delays/disorders. Language intervention techniques are applied in classroom settings. 17 contact hours.

Prerequisite: Graduate status, certification in special education and concurrent enrollment in SPED 552, or consent of department chair.

Offered: Annually.

SPED 652 - Literacy Practicum-Exceptional Bilingual Students (1)

Students put into practice the methods used for teaching literacy to English language learners with disabilities. Literacy intervention techniques are applied in classroom settings. 17 contact hours.

Prerequisite: Graduate status, certification in special education; SPED 451 or SPED 551, SPED 552; concurrent enrollment in SPED 555; or consent of department chair.

Offered: Annually.

SPED 653 - Assessment Practicum-Exceptional Bilingual Students (1)

Students evaluate the linguistic, academic, and behavioral abilities of selected English language learners with disabilities. Students select, administer, and interpret multifaceted assessments and write individual educational plans. 17 contact hours.

Prerequisite: Graduate status, certification in special education; SPED 555, SPED 652; and concurrent enrollment in SPED 557; or consent of department chair.

Offered: Annually.

SPED 654 - Internship in Urban Multicultural Special Education (3)

Students are supervised to provide instruction and services to English/multilingual learners with exceptionalities. They conduct assessments, design and implement curriculum, provide interventions, and collaborate with professionals and parents.

Prerequisite: Graduate status, certification in special education; SPED 451 or SPED 551, SPED 552, SPED 453 and SPED 454 or SPED 553, SPED 554, SPED 555, SPED 557 or consent of department chair.

Offered: Fall, Spring, Summer.

SPED 655 - Capstone Study in Urban/Multicultural Special Education (2)

Under faculty supervision, students apply knowledge, skills and dispositions acquired through the program study to conduct a capstone portfolio. They present their capstone portfolios to faculty and peers for feedback.

Prerequisite: Graduate Status, SPED 451 or SPED 551, SPED 552, SPED 453 and SPED 454, or SPED 553, SPED 554, SPED 555, SPED 557, SPED 654, program foundation courses.

Offered: Fall, Spring, Summer.

SPED 662 - Internship in Elementary Special Education (6)

Graduate interns complete their culminating field experience in special education. Interns evaluate, plan, and teach to best meet the learning/behavioral needs of elementary students. Professional collaboration is strongly emphasized.

Prerequisite: Graduate status and consent of department chair.

Offered: Fall, Spring.

SPED 664 - Internship in Secondary Special Education (6)

Graduate interns complete their culminating field experience in special education. Interns evaluate, plan, and teach to best meet the learning/behavioral needs of adolescents. Professional collaboration is strongly emphasized.

Prerequisite: Consent of graduate program advisor or department chair.

Offered: Fall, Spring.

SPED 665 - Graduate Internship: Students with SID (6)

The intern is required to evaluate, plan for, and teach students with severe intellectual and complex needs in a school environment. The internship is a full-time, 12 week experience.

Prerequisite: Graduate status and consent of program advisor.

Offered: Fall, Spring.

SPED 668 - Internship in Inclusive Early Childhood (3)

Interns participate in assessment, planning, program implementation, and collaboration with professionals and families in an inclusive early childhood class for 200 hours.

Prerequisite: Graduate status, concurrent enrollment in SPED 516, SPED 513 and consent of program advisor.

Offered: Fall, Spring, Summer.

SPED 669 - Internship in Early Intervention (3)

Interns participate in assessment, planning, program implementation, and collaboration with professionals and families in an early intervention program for 200 hours.

Prerequisite: Graduate status, SPED 513, concurrent enrollment in SPED 544, and consent of program advisor.

Offered: Fall, Spring, Summer.